



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2009  
Code: 12161560  
SAU: MSAD 22  
School: Reeds Brook Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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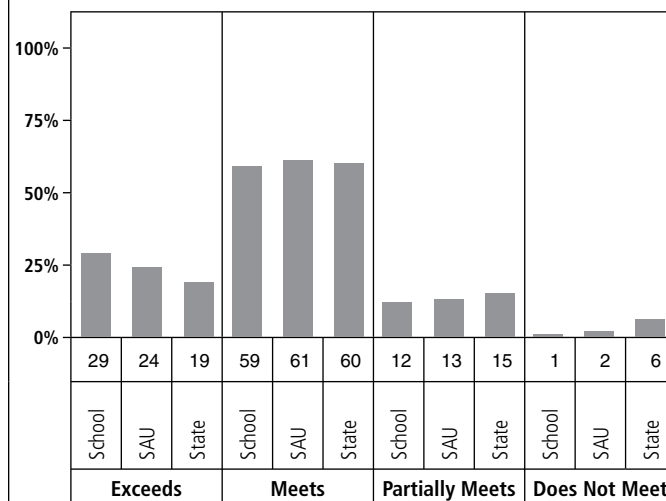
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 7  
SAU: MSAD 22  
School: Reeds Brook Middle School

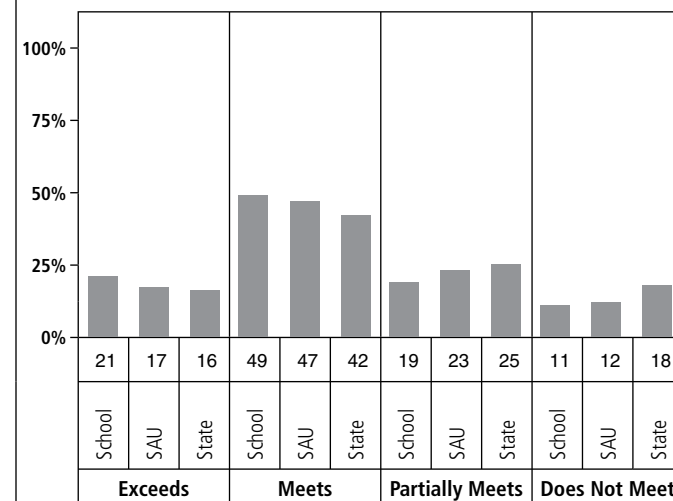
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b> 2006–2007 2007–2008 <b>2008–2009</b> Cum. Avg.*	757 755 <b>757</b> 756	754 755 <b>755</b> 755	748 750 <b>751</b> 750
<b>Mathematics</b> 2006–2007 2007–2008 <b>2008–2009</b> Cum. Avg.*	748 747 <b>749</b> 748	745 745 <b>748</b> 746	742 743 <b>745</b> 743

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 7  
SAU: MSAD 22  
School: Reeds Brook Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	123	100	175	100	14446	100	122	99	174	99	14316	99	122	99	174	99	14322	99						
<b>Ethnicity</b> African American/Black	4	3	6	3	432	3	4	100	6	100	416	97	4	100	6	100	421	98						
American Indian or Native Alaskan	1	1	1	1	124	1	1	100	1	100	121	98	1	100	1	100	122	99						
Asian or Pacific Islander	4	3	5	3	260	2	4	100	5	100	255	98	4	100	5	100	259	100						
Hispanic	0	0	0	0	147	1	0	0	0	0	144	99	0	0	0	0	144	99						
Caucasian/White	114	93	163	93	13483	93	113	99	162	99	13380	99	113	99	162	99	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	19	15	35	20	2428	17	19	100	35	100	2391	99	19	100	35	100	2391	99						
<b>Current LEP</b>	0	0	0	0	334	2	0	0	0	0	318	95	0	0	0	0	328	98						
<b>Economically disadvantaged</b>	19	15	32	18	5498	38	18	95	31	97	5431	99	18	95	31	97	5436	99						
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	104	85	143	82	11742	81	105	85	144	82	11754	81						
Identified disability (PET/IEP)	3	3	6	4	367	3	3	3	6	4	365	3						
LEP	0	0	0	0	168	1	0	0	0	0	169	1						
504 plan	5	5	5	3	183	2	5	5	5	3	187	2						
<b>Participation with accommodations</b>	17	14	30	17	2367	16	16	13	29	17	2366	16						
Identified disability (PET/IEP)	15	88	28	93	1819	77	15	94	28	97	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	0	0	0	0	84	4	0	0	0	0	80	3						
Other	2	12	2	7	358	15	1	6	1	3	346	15						
<b>Participation through alternate assessment (PAAP)</b>	1	1	1	1	205	1	1	1	1	1	202	1						
Identified disability (PET/IEP)	1	100	1	100	205	100	1	100	1	100	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	33	0	0	0	0	0	32	0						
<b>Non-participation – other</b>	1	1	1	1	97	1	1	1	1	1	92	1						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 7  
SAU: MSAD 22  
School: Reeds Brook Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	43	36	57	32	2630	18
	2007-2008	36	26	45	25	2604	18
	<b>2008-2009</b>	<b>35</b>	<b>29</b>	<b>42</b>	<b>24</b>	<b>2618</b>	<b>19</b>
	Cum. Total*	114	30	144	27	7852	18
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	59	50	89	49	7605	51
	2007-2008	82	59	110	61	8049	55
	<b>2008-2009</b>	<b>71</b>	<b>59</b>	<b>105</b>	<b>61</b>	<b>8484</b>	<b>60</b>
	Cum. Total*	212	56	304	57	24138	56
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	16	13	28	16	3000	20
	2007-2008	18	13	19	10	2672	18
	<b>2008-2009</b>	<b>14</b>	<b>12</b>	<b>22</b>	<b>13</b>	<b>2108</b>	<b>15</b>
	Cum. Total*	48	13	69	13	7780	18
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	1	1	6	3	1620	11
	2007-2008	2	1	7	4	1190	8
	<b>2008-2009</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>899</b>	<b>6</b>
	Cum. Total*	4	1	17	3	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	38.0	67.9	36.9	65.9	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.9	64.5	12.6	63.0	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	25.1	69.7	24.3	67.5	22.6	62.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 7  
SAU: MSAD 22  
School: Reeds Brook Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	121	35	29	71	59	14	12	1	1	757	173	24	61	13	2	755	14109	19	60	15	6	751
<b>Ethnicity</b>																						
African American/Black	4										6	0	67	17	17	746	409	11	49	22	18	744
American Indian or Native Alaskan	1										1					117	12	53	19	16		746
Asian or Pacific Islander	4										5	0	100	0	0	757	253	24	59	11	6	753
Hispanic	0										0					142	14	56	17	13		747
Caucasian/White	112	35	31	62	55	14	13	1	1	757	161	26	59	13	2	755	13188	19	61	15	6	751
Not Reported	0										0					0						
<b>Identified disability</b>																						
Yes	18	1	6	6	33	11	61	0	0	742	34	6	41	47	6	743	2186	2	36	35	27	737
No	103	34	33	65	63	3	3	1	1	759	139	29	65	4	1	758	11923	22	65	11	3	754
<b>Current LEP</b>																						
Yes	0										0						311	4	41	29	26	739
No	121	35	29	71	59	14	12	1	1	757	173	24	61	13	2	755	13798	19	61	15	6	751
<b>Economically disadvantaged</b>																						
Yes	18	2	11	10	56	5	28	1	6	748	31	6	55	32	6	748	5300	8	58	22	11	746
No	103	33	32	61	59	9	9	0	0	758	142	28	62	8	1	756	8809	25	61	10	4	754
<b>Migrant</b>																						
Yes	0										0						8	13	50	38	0	747
No	121	35	29	71	59	14	12	1	1	757	173	24	61	13	2	755	14101	19	60	15	6	751
<b>Gender</b>																						
Female	56	22	39	30	54	4	7	0	0	760	74	36	58	5	0	760	6993	24	61	11	4	754
Male	65	13	20	41	63	10	15	1	2	753	99	15	63	18	4	751	7116	14	60	18	8	749
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1025	10	53	27	11	745
No	121	35	29	71	59	14	12	1	1	757	173	24	61	13	2	755	13084	19	61	14	6	752
<b>Gifted/talented program</b>																						
Yes	9	9	100	0	0	0	0	0	0	776	17	71	29	0	0	770	676	66	33	1	0	766
No	112	26	23	71	63	14	13	1	1	755	156	19	64	14	3	753	13433	16	61	16	7	750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 7  
SAU: MSAD 22  
School: Reeds Brook Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	3	0	0	0	0	4	100	0	0	737	3	0	0	100	0	737	7	8	48	25	19	743
B. less than one hour	43	12	24	33	65	5	10	1	2	755	43	18	65	12	5	753	52	17	62	15	6	751
C. one to two hours	50	22	37	33	55	5	8	0	0	760	50	30	60	9	0	758	37	23	61	12	4	753
D. more than two hours	4	1	20	4	80	0	0	0	0	754	4	33	67	0	0	756	4	19	53	18	10	750
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	35	19	45	20	48	3	7	0	0	762	36	36	54	10	0	759	30	33	56	7	4	756
B. good	49	15	25	36	61	7	12	1	2	756	44	24	62	12	3	755	49	16	64	14	5	751
C. fair	14	0	0	14	82	3	18	0	0	748	19	0	75	19	6	746	19	5	59	26	10	745
D. poor	2	1	50	0	0	1	50	0	0	749	1	50	0	50	0	749	3	3	45	32	21	740
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	32	12	32	23	62	1	3	1	3	759	31	29	65	2	4	758	33	24	62	10	3	754
B. They match some of what I have learned.	57	18	27	37	55	12	18	0	0	755	59	20	59	19	1	753	52	18	62	15	5	751
C. They match just a little of what I have learned.	10	3	25	8	67	1	8	0	0	756	9	20	67	13	0	754	11	11	54	23	13	746
D. There is no match.	1	0	0	1	100	0	0	0	0	754	1	0	100	0	0	754	3	6	38	29	27	739
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	21	7	28	14	56	3	12	1	4	755	21	19	67	11	3	753	17	16	55	18	12	748
B. about the same as my regular schoolwork	65	22	29	46	60	9	12	0	0	757	67	25	59	14	3	755	65	19	62	14	5	752
C. easier than my regular schoolwork	14	5	29	10	59	2	12	0	0	756	12	25	65	10	0	756	17	22	60	13	5	752
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	7	0	0	5	63	3	38	0	0	745	8	0	57	21	21	742	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	63	21	28	42	56	11	15	1	1	755	62	25	58	17	1	754	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	30	14	39	22	61	0	0	0	0	763	29	30	68	2	0	760	38	28	60	9	3	756
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	34	9	22	25	61	6	15	1	2	754	36	20	61	16	3	753	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	63	25	33	44	58	7	9	0	0	758	62	26	62	9	2	756	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	3	1	33	1	33	1	33	0	0	752	2	25	25	50	0	747	5	9	51	26	15	744
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	16	4	21	14	74	1	5	0	0	758	15	23	69	4	4	756	21	27	57	11	5	755
B. 20 minutes to an hour	53	28	44	29	46	6	10	0	0	760	55	33	56	10	1	758	45	22	62	12	4	753
C. less than 20 minutes	14	1	6	12	71	4	24	0	0	750	11	5	68	26	0	749	13	13	61	17	8	749
D. I rarely read at home.	18	2	10	15	71	3	14	1	5	750	19	9	63	22	6	748	21	7	59	24	11	746
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	50	0	0	0	0	0	0	1	100	728	50	0	0	0	100	728						
C.	0										0											
D.	50	0	0	0	0	1	100	0	0	736	50	0	0	100	0	736						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 7  
SAU: MSAD 22  
School: Reeds Brook Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	27	23	32	18	2142	14
	2007-2008	30	22	30	17	2028	14
	<b>2008-2009</b>	<b>26</b>	<b>21</b>	<b>30</b>	<b>17</b>	<b>2220</b>	<b>16</b>
	Cum. Total*	83	22	92	17	6390	15
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 742–760)	2006-2007	53	45	71	39	5642	38
	2007-2008	61	44	79	44	5703	39
	<b>2008-2009</b>	<b>59</b>	<b>49</b>	<b>82</b>	<b>47</b>	<b>5879</b>	<b>42</b>
	Cum. Total*	173	46	232	43	17224	40
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	23	19	43	24	4077	27
	2007-2008	31	22	46	25	3733	26
	<b>2008-2009</b>	<b>23</b>	<b>19</b>	<b>40</b>	<b>23</b>	<b>3537</b>	<b>25</b>
	Cum. Total*	77	20	129	24	11347	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	16	13	34	19	3001	20
	2007-2008	16	12	26	14	3054	21
	<b>2008-2009</b>	<b>13</b>	<b>11</b>	<b>21</b>	<b>12</b>	<b>2484</b>	<b>18</b>
	Cum. Total*	45	12	81	15	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	32.9	58.8	31.6	56.4	29.9	53.4
<b>A. Number</b>	<b>14</b>	<b>25</b>	8.6	61.4	8.3	59.3	7.7	55.0
<b>B. Data</b>	<b>16</b>	<b>29</b>	9.7	60.6	9.0	56.3	8.1	50.6
<b>C. Geometry</b>	<b>12</b>	<b>21</b>	7.7	64.2	7.6	63.3	6.9	57.5
<b>D. Algebra</b>	<b>14</b>	<b>25</b>	6.8	48.6	6.8	48.6	7.3	52.1

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 7  
 SAU: MSAD 22  
 School: Reeds Brook Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	121	26	21	59	49	23	19	13	11	749	173	17	47	23	12	748	14120	16	42	25	18	745
Ethnicity																						
African American/Black	4										6	0	50	17	33	737	416	5	26	28	41	733
American Indian or Native Alaskan	1										1					119	8	30	31	30	737	
Asian or Pacific Islander	4										5	20	80	0	0	754	258	25	43	19	13	750
Hispanic	0										0					142	8	39	23	30	739	
Caucasian/White	112	25	22	52	46	23	21	12	11	749	161	18	46	24	12	748	13185	16	42	25	17	745
Not Reported	0										0					0						
Identified disability																						
Yes	18	1	6	2	11	7	39	8	44	730	34	3	24	38	35	733	2189	2	17	27	53	728
No	103	25	24	57	55	16	16	5	5	753	139	21	53	19	6	751	11931	18	46	25	11	748
Current LEP																						
Yes	0										0						323	4	20	28	48	729
No	121	26	21	59	49	23	19	13	11	749	173	17	47	23	12	748	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	18	2	11	5	28	5	28	6	33	736	31	10	26	32	32	737	5308	7	35	30	28	738
No	103	24	23	54	52	18	17	7	7	752	142	19	52	21	8	750	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	121	26	21	59	49	23	19	13	11	749	173	17	47	23	12	748	14112	16	42	25	18	745
Gender																						
Female	56	13	23	26	46	10	18	7	13	749	74	20	50	20	9	749	6992	16	43	25	16	745
Male	65	13	20	33	51	13	20	6	9	750	99	15	45	25	14	747	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1024	7	26	36	31	736
No	121	26	21	59	49	23	19	13	11	749	173	17	47	23	12	748	13096	16	43	24	17	745
Gifted/talented program																						
Yes	9	9	100	0	0	0	0	0	0	776	17	71	29	0	0	768	676	68	29	2	0	767
No	112	17	15	59	53	23	21	13	12	747	156	12	49	26	13	745	13444	13	42	26	18	744

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 7  
SAU: MSAD 22  
School: Reeds Brook Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	3	0	0	0	0	1	25	3	75	722	3	0	0	20	80	723	7	6	30	28	36	735
B. less than one hour	43	9	18	26	51	8	16	8	16	747	43	15	50	20	15	746	52	16	42	25	17	745
C. one to two hours	50	16	27	31	52	11	18	2	3	753	50	21	49	23	7	751	37	18	44	24	14	747
D. more than two hours	4	1	20	1	20	3	60	0	0	743	4	17	33	50	0	743	4	15	38	24	22	743
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	26	12	39	15	48	3	10	1	3	758	27	33	50	13	4	756	26	35	43	12	9	754
B. good	50	14	23	29	48	11	18	6	10	750	53	16	46	24	13	747	46	13	48	25	15	745
C. fair	22	0	0	13	50	8	31	5	19	740	18	0	48	32	19	740	23	3	32	37	27	737
D. poor	3	0	0	1	33	1	33	1	33	729	2	0	33	33	33	729	5	1	22	37	40	731
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	15	3	17	10	56	3	17	2	11	745	15	12	52	28	8	745	26	23	43	20	13	749
B. They match some of what I have learned.	63	22	29	36	47	13	17	5	7	753	64	24	48	18	10	751	53	15	45	26	15	746
C. They match just a little of what I have learned.	16	0	0	9	47	4	21	6	32	739	17	0	41	31	28	739	17	9	35	32	24	740
D. There is no match.	6	1	14	3	43	3	43	0	0	747	5	13	50	38	0	748	4	7	21	22	51	730
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	38	7	16	21	47	10	22	7	16	747	39	11	47	27	15	746	37	8	40	29	23	740
B. about the same as my regular schoolwork	47	12	21	28	50	10	18	6	11	749	47	19	49	19	14	747	51	16	44	25	15	746
C. easier than my regular schoolwork	16	7	37	9	47	3	16	0	0	755	14	33	42	25	0	754	12	41	35	13	11	755
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	38	10	22	22	48	10	22	4	9	751	37	17	43	30	10	748	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	59	15	21	36	51	11	15	9	13	748	60	17	52	17	15	747	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	3	1	33	0	0	2	67	0	0	749	3	40	0	60	0	751	5	14	27	25	34	738
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	9	2	18	3	27	3	27	3	27	742	9	13	33	33	20	743	8	8	30	29	33	737
B. 30–45 minutes	78	21	23	49	53	14	15	9	10	750	78	17	49	21	13	748	38	13	40	27	20	743
C. 45–60 minutes	13	3	20	6	40	6	40	0	0	751	12	24	48	29	0	753	42	20	45	23	12	748
D. more than 60 minutes	1	0	0	0	0	0	0	1	100	714	1	0	0	0	100	714	12	16	42	25	17	745
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	27	14	44	10	31	6	19	2	6	756	22	38	35	19	8	754	15	19	38	25	19	745
B. two or three days a week	45	9	17	30	56	9	17	6	11	749	45	14	53	22	10	748	31	18	42	24	16	746
C. two or three times a month	20	2	8	12	50	7	29	3	13	744	25	10	45	33	12	744	26	17	43	24	17	746
D. never or almost never	8	1	10	6	60	1	10	2	20	744	9	7	53	7	33	741	28	11	42	27	19	743
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	40	12	25	27	56	7	15	2	4	753	29	24	55	16	4	752	10	12	39	24	24	741
B. two or three days a week	35	11	26	20	48	10	24	1	2	752	35	19	46	29	7	749	22	13	43	26	18	744
C. two or three times each month	18	2	10	10	48	4	19	5	24	743	25	12	51	21	16	745	33	18	44	25	13	747
D. never or almost never	7	1	13	0	0	2	25	5	63	732	11	11	21	26	42	737	35	16	40	25	19	744
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	50	0	0	0	0	0	0	1	100	700	50	0	0	0	100	700						
C.	0										0											
D.	50	0	0	0	0	1	100	0	0	734	50	0	0	100	0	734						

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